

THE CLASSROOM SCREEN

From—THE NATIONAL FILM BOARD
OF CANADA
P.O. BOX 6100
MONTREAL, P.Q.

NOVEMBER 1964

GOOD NEWS FOR PRIMARY CLASSES

A Filmstrip series which takes a new approach to the teaching of Community Workers, showing the interdependence of people.



Four filmstrips of the new Our Community series—
all in color

- The Fireman • The Policeman
- The Postman • Building a House

plus the new filmstrip **Maple Syrup**

All produced by the National Film Board of Canada for
Canadian teachers.





932330

THE FIREMAN Color 30 frames, captions and manual

Here is a trip to the firestation in 30 bright and lively picture and text frames. We begin with the various ways in which appeals for help reach the firemen. Then Jim and Judy are off to see firemen respond to an alarm and put out a fire in a house. This sequence occupies about a third of the strip and then a text-frame asks how else firemen work for us. Now Jim and Judy explore the between-fires duties of these men and learn why school fire drills are important. The filmstrip concludes with questions and pictures of what children can do to aid firemen.

932342

BUILDING A HOUSE Color 41 frames, captions and manual

This filmstrip shows how a house grows from the architect's plans to the final landscaping of the grounds and the paving of the driveway. The householders are the Martin family and, watching their house grow, your class will learn about the design, the materials employed and the construction of a modern home. The functions of some 20 building tradesmen are clearly illustrated and many common building terms are introduced. Safety measures on the job are often referred to. (Photography)



932341

THE POSTMAN Color 38 frames, caption and manual

Children meet the postman and follow his daily rounds in the first part of this filmstrip. They see the help he gets with parcels and at rush seasons, and they are asked how they too might help. Then, in the next part of the filmstrip your class sees something of the means by which mail reaches the postman so he may deliver it to the householder. The mail is followed from the letterbox to the post office, to the train and to airplanes, so that children see how a properly addressed parcel or letter will go quickly and safely almost anywhere in the world.

932340

THE POLICEMAN Color 37 frames, captions and manual

The children's first view of the policeman is as a neighbor, in shirt and slacks busy in his garden. Then, in his uniform, he leaves for work after waving goodbye to his children. Succeeding frames in the forefront of this filmstrip show the policeman in relation to other aspects of community life. These pictures show why he is needed, what he does and how he comes in contact with citizens. The latter half of the filmstrip shows the policeman in his role of law officer at the police station and in the courts. Other kinds of police—provincial and federal—are shown performing some of their more special duties.



934040

MAPLE SYRUP Color 32 frames, captions and manual

A new filmstrip describing the traditional Spring maple syrup industry. Bright sunshine, long shadows on the snow, and the gaily colored clothing of the children make fine color photos to show your class what happens when the sap runs in the maple bush. The story follows the full sequence of events from stacking the firewood, tapping the trees, collecting the syrup and boiling it to the proper consistency. The traditional farm methods are shown in detail, and then the pipe-and-pump collection system of the modern industry.

*** ABOUT THE BEAVER...**

The color filmstrip *The Beaver* is available from the National Film Board although the title was omitted from the new NFB filmstrip catalogue released last month. The black and white version of *The Beaver* has been discontinued but color prints are on hand. *The Beaver* (35232) is 34 frames, color, captions and manual, price \$4.00.

Copies of the National Film Board's 1965 filmstrip catalogue are still available. Ask for it from any NFB representative or office, or write to: The National Film Board of Canada, P.O. Box 6100, Montreal 3, Que. We'll be glad to send it.



OTHER FILMSTRIPS ABOUT CHILDREN AND THE COMMUNITY

- 33130 **Fire Prevention**, 47 frames, captions & manual, color (33130), or sound with recording (53130)
What starts fires and what to do about them.
- 33131 **"Flashy" The Fire Bug**, 46 frames, color, captions & manual, or sound with recording (53131)
Flashy starts fires but Fire Lore puts them out.
- 33042 **Peter, Polly and the Policeman**, 33 frames, color, manual. Lessons in safety are fun from this friend.
- 33280 **Ride Safely to School**, 37 frames, color, captions & manual
A scarecrow demonstrates dangers of the road.
- 33230 **Safety in the Home**, 56 frames, color, full captions.
Peter, Alice and Bob form a home safety club.
- 33231 **Safety in the Streets** (with Ergo the Cat), 56 frames, color, full captions
Ergo the Cat almost loses his nine lives, but learns.
- 33232 **Safety on the Farm**, 46 frames, color, captions & manual. Louie, the city mouse learns from country cousin Gus.

Suggested Curriculum Correlations with COMMUNITY WORKERS STUDIES

British Columbia: Grade 1 Unit V 3 Grade 2 Unit I 3	Manitoba: Grades 1, 2 Unit V Grade 3, Unit I	Nova Scotia: Grade 2, B Grade 3, D
Alberta: (not available)	Ontario: Grades 1, 2, 3	Prince Edward Island: Grades 1-4, 3
Saskatchewan: Grades 1, 2 Unit X Grades 3, 4 Unit II	Quebec: Grade 2 Grade 3, Unit III 2b	Newfoundland: Grades 1-4, 8 Civics
	New Brunswick: Grade 2	

I wish to order the color filmstrips indicated below. I understand I will be invoiced for \$4.00 per color strip, and \$1.50 per recording.

Social Studies—Primary Grades Group

a) New filmstrips:

- ☐ 932330—THE FIREMAN
☐ 932340—THE POLICEMAN
☐ 932341—THE POSTMAN
☐ 934040—MAPLE SYRUP
☐ 932342—BUILDING A HOUSE

b) Other titles also available:

- ☐ 33130—FIRE PREVENTION ☐ RECORDING
☐ 33131—"FLASHY" THE FIRE BUG ☐ RECORDING
☐ 33042—PETER, POLLY AND THE POLICEMAN
☐ 33280—RIDE SAFELY TO SCHOOL
☐ 33230—SAFETY IN THE HOME
☐ 33231—SAFETY IN THE STREETS
☐ 33232—SAFETY ON THE FARM

Prices subject to change without notice.

Name.....
(please print)
School.....
Address.....
Town or City..... Prov.....
Date.....
(signature)

I wish to order the color filmstrips indicated below. I understand I will be invoiced for \$4.00 per color strip, and \$1.50 per recording.

Social Studies—Primary Grades Group

a) New filmstrips:

- ☐ 932330—THE FIREMAN
☐ 932340—THE POLICEMAN
☐ 932341—THE POSTMAN
☐ 934040—MAPLE SYRUP
☐ 932342—BUILDING A HOUSE

b) Other titles also available:

- ☐ 33130—FIRE PREVENTION ☐ RECORDING
☐ 33131—"FLASHY" THE FIRE BUG ☐ RECORDING
☐ 33042—PETER, POLLY AND THE POLICEMAN
☐ 33280—RIDE SAFELY TO SCHOOL
☐ 33230—SAFETY IN THE HOME
☐ 33231—SAFETY IN THE STREETS
☐ 33232—SAFETY ON THE FARM

Prices subject to change without notice.

Name.....
(please print)
School.....
Address.....
Town or City..... Prov.....
Date.....
(signature)

PLACE
STAMP
HERE

THE NATIONAL FILM BOARD OF CANADA
CANADIAN DIVISION
P.O. BOX 6100
MONTREAL 3, QUEBEC

PLACE
STAMP
HERE

THE NATIONAL FILM BOARD OF CANADA
CANADIAN DIVISION
P.O. BOX 6100
MONTREAL 3, QUEBEC

WHERE ARE WE GOING EDUCATIONALLY?

*Closing remarks of Prof. E.J.R. Eaglesham
on the Possibilities and Limitations of
Visual Aids at the annual conference of
the National Committee for Visual Aids
in Education, Bede College, Durham,
July, 1964.*

It is odd that we should need to remind ourselves that for their greatest potentialities the educational film and educational television have to be approached educationally—from the school, in the school, creatively rather than passively. This is a lesson we have not yet fully learned. And after all this we return to the age-old problem—where are we going educationally?

There is not an uncommon school of thought which regards children from the "biopsychological" angle. From this point of view the child is a young animal with an active body. Experience is all he needs. Hence throughout the primary stages and the earliest years of the secondary, we must keep his attention fixed on "pails, boxes and barrows, levers, wedges and nails", and so on, with a few swords, and clubs and guns thrown in, which this official report omitted for no good reason whatsoever.

But if we adopted this line of argument, visual education has indeed a large place to fill, not only in enlarging experience, but in conditioning the young animal—an ignoble role.

But if we adopt a more enlightened view, that of the more recent reports, that the child is first and foremost one with an active and enquiring mind, our first duty is to stimulate his imagination with the finest things in literature, history, music, drama and nature study (leading to some sense of the wonder of the universe). Then not only will our content be different: our whole attitude to visual education, its limits and possibilities, will be radically altered. We shall certainly accept its marvellous power of giving *controlled* attention, but will harness it to analysis, criticism, exploration, discussion.

Television, films, pictures, diagrams bring the problems of the world into the classroom. Stimulation not conditioning, thought not memorisation, are clearly the objectives.

(reprinted from Visual Education
August-September, 1964)

NFB